

Outlook

The University of Maryland at College Park Faculty and Staff Weekly Newspaper • Volume 9 Number 4 • September 19, 1994

State of the Campus: Fall 1994

The following is an edited transcript of President William E. Kirwan's remarks to the College Park Senate on Monday, Sept. 12, 1994:

It has become a tradition for the president to give a state of the campus address at the senate's first meeting of the fall semester. Normally, the president talks about recent progress, reviews important issues facing the campus and provides an overview of matters likely to come before the senate. There are plenty of items in each of these categories to fill the allotted time today. However, since this past year marked my 30th as a faculty member at the University of Maryland and my 5th as its president, I ask your indulgence if I deviate from the norm.

I felt that this might be a good time for me to do a little stock-taking, to offer a more personal view of the present state of the institution, and to share with you some things I would like to see us accomplish before I conclude my term of office as president.

I hardly need point out to anyone that this is not the enhanced, rejuvenated and glorified University of Maryland we were all led to expect by passage of the 1988 Higher Education Reorganization Act. The economic trou-

bles that derailed our enhancement funding still threaten difficulties for higher-education institutions in Maryland. In this respect, I have to admit that the last five-year period has had its frustrations, but these years also have provided much satisfaction and pleasure.

I know, as you do also, that this university can proudly claim many, many outstanding individuals among its faculty and staff.

In 1989, most of us felt that with the infusion of enhancement funding, we could build on our existing "people" strengths and become a public research university of truly national stature, perhaps even a model comprehensive public research university that other institutions would try to emulate.

That happy day has obviously not yet come. Nevertheless, the impressive national rankings currently held by many of our departments demonstrate that we are widely perceived to be a high-quality academic institution.

Moreover, the campus is becoming recognized for leadership in the development of innovative instructional programs and for improvements in its student affairs and administrative divisions. And all of this has occurred during a

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President William E. Kirwan

On the Path to National Eminence

University Launches Strategic Planning Process

Guided by the experience and leadership of Provost Daniel Fallon, the university has embarked on a strategic planning process aimed at helping UMCP become one of the nation's pre-eminent public research universities. The Academic Planning Advisory Committee (APAC) is working with Fallon to help achieve this aspirational goal set forth in the university's 1993 mission statement.

Although considered an evolving process, there is a target date of Summer 1995 for development of an institutional strategic plan. (See graph, page 5.)

Introduction to the planning process took place last spring when more than 130 departments, colleges, divisions and centers within academic affairs were challenged to assess their perceived strengths. "The emphasis was on taking stock of clearly known advantages," says Fallon.

There is great value in looking at the university's strengths, says Fallon. "We need more than any other single outcome for people to be able to say, with clarity, what the strength of this university is."

This exercise in planning actually began in the early 1980s when the faculty senate first became concerned about new programs being added without an assessment of the costs involved. "They were looking at the academic soundness of the curriculum without determining whether the institution could afford to do this or what the impact on the institution's overall profile would be," says Fallon.

As a result, a campus senate committee recommended that a high level planning committee be formed, composed of faculty members who would review all new programs and make assessments about those costs.

Thus, in 1983, APAC was created.

Given the history of planning on this campus, says Fallon, "what we're doing now with respect to strategic planning is not any kind of radical departure, but a consolidation of the common sense principles begun about a decade ago."

Fallon, throughout his career as an administrator has focused on organizational, "quasi-planning management strategies" as tools to achieve academic objectives.

Enthusiasm for the planning process, he says, "is tempered by caution that there's a need to do this properly. I'm sensitive to the fact that, for most elements in the university community, this is an anxiety-producing event. If you do this wrong, if the wrong values are at play, or if powerful techniques are misinterpreted or misused then the consequences could be very severe. You could have large resource swings and shifts that were not in the best interest of the institution."

Because there is a collective approach to the strategic planning, everyone is a player in the process. The planning will not be conducted behind closed doors by a small cadre of planners, says Fallon. Rather, it is a process that everyone must do on their own. His office will serve as facilitators, "bringing the techniques to the constituencies and assisting them in the process of putting it all together."

Fallon notes that because a strategic planning process is a dynamic one, the emphasis must be on planning, not on a plan. "If you focus on a plan, you may end up producing a very beautiful document that gets worshiped and revered," he says, "but it loses its value as a functional instrument for change."

The provost's office will produce a written document, says Fallon, "but that plan must be viewed as a snapshot of our best thinking at the time that it was

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End quote

How would you describe your morning commute to campus?



"It takes me two cars and a train to get to the University of Maryland. I wake up around quarter to five in the morning, exercise for about 30 minutes and have a sit-down breakfast with my husband. I either take the 5:45 a.m. [MARC] train or the 6:45 a.m. train from a little place called Duffields. It's really just a railroad crossing on a road. I get off at the Silver Spring station and keep a car down here to get to the university. It's really a beautiful ride; the train goes through some lovely parts of the state of Maryland. It's quite scenic."

—Mary Holland, special assistant to the director of libraries



"I take a number of back roads from my house in Laurel. I take Muirkirk Road over to the old Baltimore Pike then to Sunnyside which I take to Route 1 and in the campus main gate. The only difference I've seen in 13 years is the amount of traffic."

—Craig Oliver, interim dean, College of Agriculture and director of Cooperative Extension Service

"I live on Connecticut Avenue by the zoo. I jump in my car, drive past Catholic University, pull in to school, then I start swearing—because I can't find a parking space. In past years, I have actually been unable to find a parking space by class time."

—Stephen Elkin, professor, government & politics



"I live about five minutes from Camden Yards. I dodge the traffic with my wife, Monika Springer Schnell, who also works here, and we take a five- to seven-minute walk to Camden Station, where we take the 7:05 a.m. MARC train. At the station I can see the stadium, which is very empty because of the strike. There are plenty of good seats [on the train] at that point, but it usually fills up on the way. We take the train to the College Park station and then wait for the bus. I used to live in West Virginia, and I could read a couple chapters of a book on the way. Now, I'm lucky to read a couple of newspaper articles."

—Eugene Schnell, associate director for the Office of Continuous Quality Improvement

"I saw a bumper sticker the other day that best describes my commute. It read, 'I Hate 95.' My commute is a living hell. I drive from Fredericksburg, Va. to College Park every day. It takes an hour-and-a-half each way, but you sort of get used to it, and, hey, Maryland is worth it."

—Paul Mason, graduate student, College of Business and Management



Sociologist Warns of the 'McDonaldization' of Society

"Sociologists warn us that habitual use of 'McDonaldized' systems is destructive to our physical and psychological well-being as well as to society as a whole." This is the warning label that university sociologist George Ritzer only half-jokingly suggests be put on McDonaldized systems.

In his book, *The McDonaldization of Society*, Ritzer describes McDonaldization as the principles by which all fast-food restaurants operate—efficiency, predictability, calculability (an emphasis on quantity) and control of human beings through non-human technologies.

Falling under the heading of McDonaldized systems are such successful businesses as The Hair Cuttery, Jiffy Lube, KinderCare, Pearle Vision Center and H&R Block, to name just a few.

Ritzer stresses he harbors no particular ill will against McDonald's; he uses it to describe his social criticism because it is the most important manifestation of this social process and because "McDonaldization" has a better ring to it than "Burger Kingization" or some of the other alternatives.

Ritzer concedes that efficiency is very attractive in today's fast-paced society, that surprises are rarely welcome, that we all want to get as much as we can for our money and that control is reassuring. But he warns against allowing these principles to rule our society.

While these principles may seem to be the hallmark of a rational society, Ritzer believes that they actually lead to the "irrationality of rationality."

"Rational systems inevitably spawn a series of irrationalities that serve to limit, ultimately compromise and perhaps even undermine their rationality," says Ritzer. "Rational systems serve to deny human reason; they can be unreasonable."

For instance, why, if the system is supposed to be efficient, are there

often long lines?

And, in the case of McDonald's, do we really receive a large quantity of food for only a little money? Twenty dollars will barely feed a family of four at the fast food emporium, but will pay for enough groceries from which a wonderful meal can be prepared at home.

But the biggest problem that Ritzer sees with McDonaldized systems is that they deny the human reason, leading to dehumanization. Employees are not required to use knowledge or skills, but need only to repeatedly complete a simple task.

Ritzer adds that customers receive the same product, have no meaningful contact with other human beings and are moved through the business as if on a conveyor belt.

"McDonaldization has yielded a number of benefits to society, but we need to be aware of the costs associated with it, such as the creation of a dehumanized, homogeneous society," says Ritzer.

Some people are aware of the risks, and are attempting to overcome the McDonaldization of society. A good example are the "beds and breakfasts" that have sprung up across the country.

Ritzer advises people who want to resist McDonaldization to avoid living in an apartment or a tract house, limit routines, use cash instead of a credit card, bypass voice mail whenever possible, cook a meal from scratch and engage in other nonconventional activities.

"Above all, people should avoid the routine and systematic use of McDonaldized systems," he says.

Undergraduate Studies Undergoes Reorganization

The past year has been a time of transition for the office of undergraduate studies, says Robert Hampton, associate provost for academic affairs and dean of undergraduate studies. "Much planning, thought and work has gone into creating a structure that both encompasses more aspects of the undergraduate experience and is simpler to understand for the general student population," he says.

To accomplish these twin tasks of expansion and simplification, the following reorganization has taken place:

Advising: Most undergraduate advising functions now take place within the Division of Letters and Sciences in Hornbake Library.

The health professions advising office, which administratively joined letters and sciences last year, has now moved physically to the division offices, room 1117 in the south wing of Hornbake Library. Daryl Stewart, the allied health adviser, and Lisa Bradley, the pre-medical adviser, may be reached at 405-2793 or 314-8418.

The Individual Studies Program:

This program also has joined the Division of Letters and Sciences and moved to 1117 Hornbake Library. Dolores Mulligan will continue to coordinate the program with Betty Beckley as assistant dean. Mulligan can be reached at 314-9403 or 314-8418.

Student Enrollment Offices: Most of the undergraduate student recruitment, enrollment and registration functions now report to the associate provost and dean for undergraduate studies. These include the offices of undergraduate admissions, records and registration, financial aid and orientation. None of the office locations or personnel have changed but, as of July 1, 1994, a new reporting structure is in place.

Academic Talent Search Program:

Later this month, the Academic Talent Search Program will be consolidated on the third floor of Turner Lab. The phone numbers and personnel will remain the same, however, they will operate in a consolidated office for the

first time. Hampton says it is worthy to note that talent search was recently funded as a participant in the National Service Initiative of the Clinton Administration.

Job Referral Service/Career Center: The Job Referral Service, which provides part-time job opportunities for undergraduates, has been made a component program of the Career Center on the third floor of Hornbake Library south. College Work Study, the federally funded work award program, will still be administered by the office of financial aid but is now located in the Lee Building.

Hampton says he hopes these changes will provide a more intelligent method of managing the multiple tasks of undergraduate education. "In undergraduate studies, as in all dynamic organizations, things are never static," says Hampton. "I hope to consult with many campus units on how this reorganization is working and make changes as needed."

UNIVERSITY OF MARYLAND AT COLLEGE PARK

Outlook

Outlook is the weekly faculty-staff newspaper serving the College Park campus community.

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Printed on Recycled Paper



Paradise for Piano Aficionados

The International Piano Archives at Maryland

Sergei Rachmaninoff died in 1943, but the master pianist still tickles the ivories at the University of Maryland. The keyboard dances to his thundering classical music, yet you never see Rachmaninoff's fingers move.

Or Rachmaninoff for that matter.

Tucked away on the third floor of Hornbake Library, the International Piano Archives at Maryland (IPAM) houses four antique player pianos and nearly 8,000 rolls of original recorded music. These uncommon creations reproduce the original works of several acclaimed piano masters including Rachmaninoff, Josef Hofmann, Jan Paderewski and Ignaz Friedman.

The Bosendorfer Imperial computerized grand piano, also housed at IPAM, represents the '90s equivalent of a player piano. A trough on the bottom of the Bosendorfer records keystrokes a person is playing which are then converted into digital information on a hard drive or floppy disc. The performance can either be edited via computer or reproduced on piano (without a player). According to IPAM curator Don Manildi, only nine or 10 of these computerized pianos exist.

But IPAM is more than an assembly of instruments. It holds one of the world's most extensive collections of piano recordings, as well as memorabilia, books and personal papers of many great keyboard artists.

"The private collection is the backbone of IPAM," says Manildi. It includes programs, letters, photographs, diaries, clips of reviews and news stories and

approximately 7,000 musical scores. Ninety percent of all commercial piano recordings ever issued (8,500 78 rpm shellac records; 23,000 vinyl long-play records; 2,400 reel-to-reel tapes, and 4,000 compact discs) call IPAM home. The collection does not circulate.

IPAM functions as a major center for the study, appreciation and preservation of piano performance recordings. It also serves as a research base for pianists and musicologists. Manildi says patrons are equally divided between students and outside researchers who come from as far as Poland, Hungary and New York.

But IPAM's activities reach beyond the university community. To ensure historical piano recordings are available to the general public, IPAM issues and distributes rare records and compact discs on its own label. A small sound studio right in Hornbake is used to re-record old tapes and records for preservation. It's also used to transmit music to visitors in the archives listening room.

The facility is open by appointment only, except on Wednesdays when the public is welcome to browse and listen from 10 a.m. to 4 p.m. Appointments can be made by calling 405-9224.

A special display at the archives features Franz Liszt's autographed scores and letters and a collection of his pupils' records. The exhibition is an outgrowth of this summer's International Piano Festival and Competition which highlighted Liszt's music.

The International Piano Archives was founded in Cleveland in 1965, then



Don Manildi is curator of the International Piano Archives at Maryland

moved to New York City. In 1977, the International Piano Archives found a permanent home at the University of Maryland (thus becoming IPAM). And when Maryland's new performing arts center opens, IPAM will move one more time.

Manildi was appointed curator of the piano archives some 18 months ago. Formerly a producer for Minnesota Public Radio, Manildi hosted a weekly broadcast devoted to great pianists from the past. He has a bachelor's degree in piano performance from the University of Washington and a mas-

ter's degree from the Cleveland Institute of Music.

Manildi hopes to increase IPAM's visibility over the next year as more collections will be added to the vast resources already offered. "We want to have a wider outreach to campus users," he says, emphasizing that faculty and staff are welcome to take advantage of IPAM's offerings.

"This is the only collection of this kind in the world," he adds.

—JANET CHISMAR

Focusing on the Needs of African Americans with AIDS

One out of every four persons who has AIDS in the United States is African American, yet African Americans make up only 12 percent of the U.S. population.

These startling statistics, released by the Whitman Walker Clinic, lead to questions such as why are African Americans at greater risk of developing the HIV virus, and how can they be better served?

A three-day conference, "AIDS & African Americans: Community-Based Approaches," will attempt to answer these and other disturbing questions.

Organized by the Cultural Systems Analysis Group (CuSAG), a research unit of the anthropology department, the conference takes place Sept. 28-30 at the Holiday Inn in College Park.

"Anthropologists explore issues of survival from a population perspective, and the issue of AIDS is indeed an issue of survival for African Americans," says Tony Whitehead, director of CuSAG, who has been studying this problem since 1989. He says this is the first in what he hopes will be a series of conferences under the name "Black Survival 2000!"

Whitehead says this conference reflects its title because it is made possible through broad-based community support. More than 30 groups are co-sponsoring the event, including the Office of the Mayor of Baltimore, the NAACP, the National Institutes of Drug Abuse and the American Red Cross.

On the agenda is a workshop to

assess the needs of conference participants and use a model for developing effective community-based approaches to address those needs.

Conference participants will be divided into groups following six African American risk population categories: the general population, males engaged in homosexual activity, drug-users, the homeless, males and females engaged in commercial sex activities and the incarcerated.

Each of these groups will explore

the barriers and enablers they have experienced in trying to carry out community-based approaches to research, prevention and care. Or, in the case of conference participants who are consumers of care, the problems they experience in attempting to get help.

Participants will be introduced to a model for planning, implementing and evaluating effective holistic approaches and brainstorm for innovative ideas.

One panel session will discuss traditional forms of social support and care

in African American communities and the roles they have played in relationship to HIV disease. The second panel session will focus on community-based approaches to HIV-related research and evaluation.

On the final day of the conference, the small groups will present their final proposals in the Rayburn House Office Building.

For more information, call 405-1424.

—JANET CHISMAR

A Place Where No One Knows Your Name

Fear, especially the concern of what other people will think, can prevent a person from seeking help. But when it comes to HIV testing, fear can spell the difference between life and death.

University of Maryland students and staff can ask for help without the dread and discomfort of "being discovered." The University Health Center has offered anonymous HIV testing and counseling to all members of the campus community for four years.

Betty Jagen, a clinical assistant at the center, says appointments are made by name, but callers can use whatever name they want. Once they get to the center, patients are assigned a number to track test results.

After discussing risk behaviors and determining the patient's last date of

unprotected intercourse, Jagen asks if the patient knows what a positive or negative test result means.

Patients are given a packet containing condoms, informational brochures and a consent form. They are then sent to the lab to have their blood drawn. The HIV test costs \$10.

Results take about two weeks and are not given over the phone. Patients must come back in (using their ID number) to learn whether their test was positive or negative.

If the test was positive, the patient is supported by the center's psychologists and physicians and referred to a long-term care facility. If the result was negative, the patient is counseled to return for a follow-up test and to abstain from intercourse or use protection.

Jagen says about 4,000 students and staff have been tested since the program's conception. The Health Center spreads the word about the HIV testing and counseling program at campus health fairs and through bulletins and brochures available in the center.

Jagen has worked at the Health Center for nine years and has been involved in the HIV program for two years. In addition to counseling patients, she maintains a database of confidential files, again using only numbers and not names.

According to Jagen, a wide variety of people use the service: "It can be a person who lost control one weekend or a person who is concerned about years of risky behavior."

—JANET CHISMAR

Calendar

Sept. 19-28

Arts

Art Exhibition: Through Sun., Oct. 16, "Crosscurrents '94: Lingua Pittura," featuring works by Christopher French, Inga Frick, Greg Hannan, Robin Rose, Raimundo Rubio and Jeff Smith with Andrea Pollan, guest curator, Mondays and Fridays, noon-4 p.m., Wednesdays until 9 p.m., and Saturdays/Sundays, 1-5 p.m., The Art Gallery, Art/Sociology, 5-2763.

Art Exhibition: Through Sun., Oct. 16, "Portraits of a Sacred Maya Cave: Photographs of Naj Tunich, Guatemala," 5:30-7:30 p.m., The Art Gallery, Art/Sociology, 5-2763.

University of Maryland Symphony Orchestra: Wed., Sep. 21, Selections include Mendelssohn's *Fingal's Cave Overture*; Faure's *Pavanne*; Mozart's *Symphony #41* (Jupiter), William Hudson-conductor, Daniel Doescher-oboe soloist, 8 p.m., Ulrich (formerly Tawes) Recital Hall, Tawes Fine Arts Building, \$5, \$1 UMCP staff/faculty, UMCP students free. 5-1150. *

Guarneri String Quartet Open Rehearsal: Thu., Sep. 22, 5 p.m., Ulrich (formerly Tawes) Recital Hall, Tawes Fine Arts Building. 5-5548.

University Theatre National Players: Thu., Sep. 22, through Sat., Sep. 24, 8 p.m., and Sun., Sep. 25, 2 p.m. *Equus*, by Peter Shaffer, Tawes Theatre, \$10, \$7 students and seniors, \$5 student and senior groups. 5-2201. Sign interpretation available on Sat., Sep. 24 at 8 p.m. - early reservations requested. *

Monday Night Music Series: Mon., Sep. 26, University of Maryland Jazz Ensemble Open Rehearsal, Chris Vadala-conductor, 7:15 p.m., Memorial Chapel. 4-9866.

Writers Here and Now Reading: Wed., Sep. 28, Francine Prose, 7:30 p.m., University Book Center, Stamp Student Union. 5-3820.

Lectures

Astronomy Colloquium: Wed., Sep. 21, "Water Megamasters in Seyfert Galaxies," David Neufeld, 4 p.m., 1113 Computer and Space Sciences. 5-1531.

Physics Colloquium: Tue., Sep. 20, "Moving Bodies: Lessons from Neuroscience," Avis Cohen, 4 p.m., 1410 Physics Building. 5-4804 or 5-6020.

Maryland Symposium Series: Mon., Sep. 26, "Methods of Studying Change Events in Psychotherapy," Leslie Greenberg, 4 p.m., Rossborough Inn. A reception follows the lecture. 5-5862.

Physics Colloquium: Tue., Sep. 27, "Hunting Down the Top Quark," Andrew Baden, 4 p.m., 1410 Physics Building. 5-4804 or 5-6020.

Art History and Archaeology Department Lecture: Wed., Sep. 28, "Vasari's Technique of Ekphrasis," Giovanna Pirini, University of Rome II, 3-4 p.m., 2309 Art/Sociology. Tea following lecture. 5-1480.

Astronomy Colloquium: Wed., Sep. 28, "Multi-Phase Gas in QSO Absorption Systems," Michael Shull, JILA/CASA, 4 p.m., 0254 Computer and Space Sciences. 5-1531.

Meetings

International Faculty and Administrators of the University of Maryland System Annual Meeting: Sun., Sep. 25, through Mon., Sep. 26, "Connecting the World," Carousel Hotel, Ocean City, \$58, (410) 524-1000. *

Miscellaneous

Hispanic Heritage Month Book Fair: Through Sat., Oct. 15, the University Book

Center is offering a 20 percent discount on all books related to Hispanic heritage in celebration of Hispanic Heritage Month (Sep. 15-Oct. 15). 4-9219.

Published Women Luncheon: Fri., Sep. 23, "Women as Aliens in Women's Science Fiction," Jane Donawerth, noon-1 p.m., Rossborough Inn Carriage House, \$10, reservations required - call 4-8013. 5-9178.

National Archives Film Series: Wed., Sep. 28, "Thirty Seconds Over Tokyo," a World War II action film that reenacts the Doolittle bombing raids on Tokyo, starring Spencer Tracy and Van Johnson, 7 p.m., College Park National Archives Auditorium, 8601 Adelphi Road. (202) 501-5000.

Seminars

Space Science Seminar: Mon., Sep. 19, "Recent Voyager Measurements of the Cosmic-Ray Isotopic Composition of Radioactive and Stable Nuclei," A. Lukasiak, 4:30 p.m., 1113 Computer and Space Sciences. 5-4855.

Space Science Seminar: Mon., Sep. 26, "Study of Cosmic Ray H and He Isotopes," E.S. Seo, 4:30 p.m., 1113 Computer and Space Sciences. 5-4855.

Mathematics Seminar: Tue., Sep. 27, "Understanding Mathematics," William Thurston and John Conway, 7:30-9 p.m., Physics Lecture Hall, Physics Building. 5-2316

Sports

Men's Soccer: Wed., Sep. 21, vs. Towson State, 1:30 p.m., Denton Field. 4-4161.

Women's Soccer: Wed., Sep. 21, vs. George Washington, 4 p.m., Denton Field. 4-4161.

Women's Field Hockey: Thu., Sep. 22, vs. Penn State, 3 p.m., Denton Field. 4-4161.

Volleyball: Fri., Sep. 23, vs. Clemson, 7 p.m., Cole Field House. 4-7009.

Football: Sat., Sep. 24, vs. Wake Forest, noon, Byrd Stadium. 4-7009. *

Volleyball: Sat., Sep. 24, vs. Georgia Tech, 7 p.m., Cole Field House. 4-7009.

Women's Soccer: Sun., Sep. 25, vs. Duke, noon, Denton Field. 4-4161.

Men's Soccer: Sun., Sep. 25, vs. Duke, 2:30 p.m., Denton Field. 4-4161.

Workshops

Peer Computer Training: Mon., Sep. 19, "Introduction to Unix," 6-9 p.m., 4352 Computer and Space Sciences, \$5. 5-2941. *

Peer Computer Training: Tue., Sep. 20, "Introduction to Microsoft Word," 6-9 p.m., 3332 Computer and Space Sciences, \$5. 5-2941. *

Peer Computer Training: Tue., Sep. 20, "Introduction to Quattro Pro Windows," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941. *

Peer Computer Training: Thu., Sep. 22, "Network Tools," 6-9 p.m., 4352 Computer and Space Sciences, \$5. 5-2941. *

Peer Computer Training: Mon., Sep. 26, "Information Resources," 6-9 p.m., 3332 Computer and Space Sciences, \$5. 5-2941. *

Peer Computer Training: Tue., Sep. 27, "Kermit and Modems," 6-9 p.m., 3330 Computer and Space Sciences, \$5. 5-2941. *

Calendar Guide

Calendar phone numbers listed as 4-xxxx or 5-xxxx stand for the prefix 314- or 405- respectively. Events are free and open to the public unless noted by an asterisk (*). For more information, call 405-4628.

Listings highlighted in color have been designated as Diversity Year events by the Diversity Initiative Committee.

Business School's William Bradford and Mercy Coogan Accept New Positions

William Bradford, associate dean for academic affairs in the College of Business and Management, has been appointed dean of the University of Washington School of Business Administration. He assumes his new position Dec. 1.

Bradford has been at the University of Maryland since 1980, when he was appointed a professor of finance. He previously taught at Stanford University (1972-80) and has been a visiting professor at Yale University, New York University, The Ohio State University and UCLA.

He chaired the finance department at University of Maryland from 1984 to 1989 and served as acting dean of the college from July to October 1992.

Bradford's research interests include corporate finance, financial institutions and minority and small business. He has taught courses in corporate finance, management of financial institutions and money and capital markets.

"It is an honor and opportunity to be selected to serve as dean of the highly regarded business school," says Bradford.

Bradford has received numerous academic honors, including the President's



William Bradford

Award for Minority Achievement in 1989, a Rockefeller Foundation Research Fellowship in 1987 and the Distinguished Alumni Award from The Ohio State University in 1985. He is a member of the Board of Trustees of the Graduate Management Admission Council and served on the Committee on the Status of Minority

Groups in the Economics Profession of the American Economics Association from 1988 to 1994.

On this campus, Bradford has participated in a number of important committees, including serving on the search committee for president of the university in 1981-82 and again in 1988-89. He has served as faculty adviser to the Black Business Society and to the Black MBA Association and has been a member of the Campus Equity Council since 1991. He also has served on the Campus Study Abroad Committee and the Campus International Affairs Committee since 1991.

Bradford received a bachelor's degree in economics from Howard University, a master's in business administration in finance from The Ohio State University, and a doctorate in finance from The Ohio State University.

He is a member of the American Economic Association, The American Finance Association, The Financial Management Association, the National Economic Association (and as president of the association in 1984) and the Western Finance Association.

Mercy Coogan, director of public relations for the College of Business and Management, has been named director of public relations at Gallaudet University in Washington, D.C., effective Oct. 3. Coogan will be responsible for coordinating media relations as well as communicating with the university's various constituents.

"I'm looking forward to working at Gallaudet because it is not only an academic community, but also a cultural center as well," says Coogan.

Coogan, who has been with the University of Maryland for more than 11 years, originally began her career in the university's office of public information as a production editor and public information officer. After five years, she accepted a position in the College of Business and Management providing public relations assistance to the dean.

Coogan says that while she is proud



Mercy Coogan

of her work in public relations at the University of Maryland, she is equally proud of her other activities here. She has served on the steering committee of Women's Studies and was an active member of the President's Commission on Women's Affairs. This past year, Coogan served as co-chair of the commission's 20th anniversary committee.

Coogan earned her bachelor's degree in English and French from Siena Heights College (Mich.) and completed graduate courses at both DePauw University and the University of Maryland.

Prior to her work at the university, Coogan was a writer and assistant editor for *Appalachia*, the magazine of the Appalachian Regional Commission in Washington, D.C.

"My 11-and-two-thirds years at Maryland were very formative for me," says Coogan. "In many ways, this university will always be a part of me." She says she looks forward to remaining in contact with the campus community. And because her husband, Robert, a professor in the English department, is still here, Coogan says "my ties are not severed."

CALCE Means Big Business in Japan and the U.S.

Although it has remained relatively unknown on this campus for eight years, the university's Computer Aided Life Cycle Engineering (CALCE) Electronic Packaging Research Center (EPRC) has become a growing resource for a number of businesses worldwide.

The center was established to advance state-of-the-art design, simulation assessment and development of electronic packaging technology, leading to reliable and cost effective electronics.

CALCE is a cooperative effort between government, the university's Cooperative Research Center and industry. It is sponsored by the National Science Foundation, the state of Maryland and 30 industry and government members.

The CALCE EPRC team includes electrical, mechanical, chemical and reliability engineers and computer scientists who form an interdisciplinary team of experts.

"It's a new way of looking at education, getting the manufacturing and educational communities closer together," CALCE director Michael Pecht says. "The transition from education to the work force and how the work force

interacts with academia; there's a jump.

"We teach in a certain manner and the things we teach are not always directly applicable in industry. What we're trying to do now is teach in a manner and look at problems in such a way that it's more in line with how industry will look at and solve problems," he says.

Pecht also has been involved in several panel discussions that study high-volume, low-cost electronic packaging. In October of last year, Pecht was involved with a panel in Japan, where he visited such companies as Fujitsu, Hitachi Perl, Ibdn, Matsushita Kotobuki, Panasonic Saijyo, Sony Research Center and Kohda Factory and TDK.

In the summer of 1992, Pecht visited Japan as part of a U.S. Army project to study reliability issues in electronic packaging at Japanese companies. Pecht says that he and the CALCE group continue to maintain ties with many of these companies.

"There's been a little bit of disappointment, in my view, with U.S. industry," Pecht says. "They just don't seem to have that competitive spirit that for-

eign companies have and along with that competitive spirit, the effort that they're making to be number one is incredible. It's not only in making a product that's cheaper, but also making a product that has higher quality and reliability and more customer satisfaction."

Pecht also denies the notion that Japanese products are more affordable because of cheaper labor.

"It turns out that in Japan, the annual salary per manufacturer is almost a third higher than in the U.S.," Pecht says. "As a result, they're looking at automation and other ways to address the work force issues and they've been very successful with that."

Recently the CALCE EPRC received three awards under President Clinton's Technology Reinvestment Project (TRP).

The first project, "Work Force Retraining in Manufacturing Science and Engineering of Cost-effective Electronics," addresses the need for graduate education in industry training to regain and maintain a strong U.S. electronics manufacturing base.

The project centers on improving manufacturability through innovative electronic packaging integration, lead-

ing to lower costs, higher quality and greater reliability. Included is a national symposium to identify scientific issues limiting manufacturing competitiveness and the development of a new engineering curriculum to train engineering students and technicians to address these limitations.

The second project, "Preparing Engineers for Manufacturing in the 21st Century," proposes an unusual approach to introduce manufacturing education across the undergraduate curriculum. As part of the program, undergraduate engineering programs will be integrated with industry-directed research, the manufacturing research program and advanced research facilities. The curriculum will place students in industry-sponsored, multi disciplinary product development teams to help design and manufacture consumer products.

The third project, "Engineering Coalition of Schools for Excellence in Education & Leadership (ECSEL) for Manufacturing," is dedicated to improving the freshman engineering curriculum and the retention of women and minorities in engineering.

Strategic Planning

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produced. It will guide our ongoing thinking, but it will have to be continually updated with supplements as circumstances change."

The planning cycle which the university is now undergoing will be repeated again three years from now and at regular, cyclical intervals in the future.

While the first and second time through the planning process promises to be a serious and substantial effort, notes Fallon, ultimately it should become somewhat more routine.

The benefits to be gained from such an extensive planning process accrue from the highest level down to the smallest unit, says Fallon. Even small programs within a department will be able to think in a more planning-oriented way about what they're doing, set goals and help themselves achieve those goals.

Fallon cautions that units and departments should not look to funding as the means of achieving their goals. "The administration will be allocating resources, but we are not in a resource-rich environment. The odds that any one unit or program is going to get its resources vastly increased are not very high." Making the most of the planning process, he says, often means saying, "Let's use this to do better with what we've got."

To illustrate his message, Fallon points to the results of the strength assessment exercise conducted last spring. In the survey, 29 separate departments and programs reported that they were nationally ranked. "If we approached this in a hardnosed way, the number would surely shrink from 29," he says, "but at least 12 to 15 would be ranked programs. That's considerably more than most people around here think exist."

Additionally, these nationally-ranked programs and departments were broadly distributed across campus which, says Fallon, works against campus folk-

lore. "Campus folklore is that there are few ranked departments and that they're all in generally one or two areas. But none of that turns out to be true."

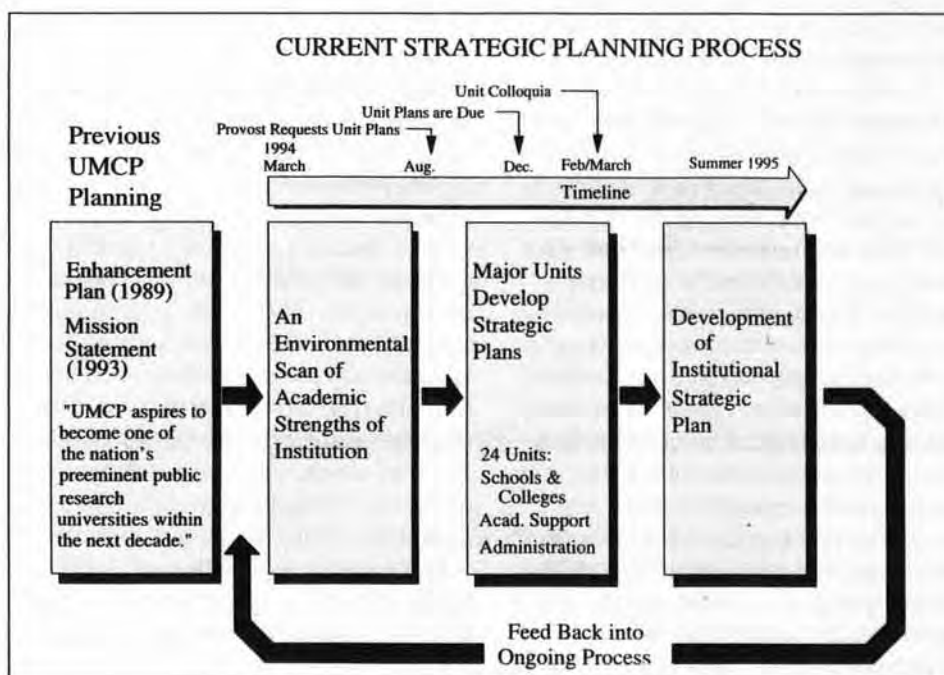
Comparing the nationally-ranked departments against all other departments showed that there is no difference in resource support. The nationally-ranked programs may actually have less in terms of resource support than the others. "They don't have bigger budgets and their operating expenses and faculty positions are no bigger than the others," says Fallon.

In another comparison, the nationally-ranked departments had a much higher student-to-faculty ratio than others. "So it doesn't follow logically that released time for faculty is the [key] to getting better," he says. "In fact, a consistent finding from the research literature is that healthy departments with strong, positive reputations are characterized by rigorous, supportive teaching cultures."

The essence of planning, says Fallon, is figuring out how the university is different from its competitors. Our competitors, he says, include aspirational peers such as Michigan and Berkeley. In assessing how the University of Maryland is distinctive, the question is: what are our comparative advantages relative to such institutions?

"When you look at this from a planning point of view, you're trying to syphon off those elements of your institution that make you more distinctive, that are unique to your institution. For us, one of the most overpowering distinctions is location." Situated so closely to Washington, the university has a tremendous advantage in terms of public policy and international relations. Likewise, its proximity to the Chesapeake Bay makes it ideal for those interested in marine research.

Having conducted the strength assessment survey, Fallon says the university is moving on to the next stage of the planning process. Twenty-four



major units, representing all subunits within the university, have been asked to submit a plan by Dec. 19. At a series of colloquia to be held throughout February and March, these units will then present their reports and discuss their plans with the full involvement of APAC. Upon completion of the colloquia, the administration will go on retreat and develop an overall plan. A report will be written by Summer 1995.

Fallon stresses that this plan is not "the Final Plan. But there will be decision making. Executive decisions are necessary. In a good planning process, people will see positive changes."

Playing a significant role in the strategic planning process is the newly created office of planning, headed by Jennifer Presley, associate provost for planning. "This office will play a major support role in facilitating and developing the planning process as we move through the various stages," says Presley.

Once the university has an institutional plan, Presley says there will need to be some thought as to how to implement that plan and organize the university's resources to move in the direction

laid out by the plan.

"Part of that is going to be accomplished by a structural reorganization which we've just accomplished here," says Presley. Several components of the office of resource planning and budgets, formerly under administrative affairs, now report to Presley, along with the office of institutional studies. "We have a real opportunity to enhance our analytical support and understanding for the campus," says Presley, "and we're going to be able to even more closely link planning goals with resource planning."

Presley sees herself as a spokesperson for the provost in helping the units, as they develop their plans, understand the intent of the overall planning process. "I'll explore with them how they can most effectively build on what they've already been doing to meet the immediate goals that they have, as well as work with them in developing the long range process that continually helps the university use its resources in effective ways that move us toward our institutional goals."

—JENNIFER HAWES

State of the Campus

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period of reduced resources.

So although our enhancement funding has not yet materialized, in many respects, we are a demonstrably better, stronger academic institution than we were in 1988—and there is nobody who deserves more credit for this fact than we do. We—the faculty, the staff, the students, the College Park Senate and the administration—are the ones who responded effectively to the state's major financial crisis. We are the ones who were prepared to continue to take new initiatives even in the absence of additional funding. We are the ones who have actually succeeded in doing more, and better, with less. And so we are the ones who can look back over the past five years and take special pride and satisfaction in the present strength and vitality of the university.

As a means of calibrating the progress we have made, I want to recall some comments I made in my April 1990 inaugural address. In that talk, I identified four qualities I hoped would become defining characteristics of the institution during my term of office as president of the university: that College Park would become known as a preeminent research university with an uncommon degree of commitment to the quality of undergraduate instruction; that it would be a place where study, talent and hard work counted, while characteristics of color, accent and gender did not; that it could become a community where free debate and open criticism would be encouraged while the dignity of each individual was respected; and that the institution would serve as a primary intellectual and cultural resource for the state and the national capital region.

Because of the extraordinary efforts of many people throughout the institution, I believe it is fair to say that significant progress has been made on all four counts. On the research front, I note that in the year just ended, members of the faculty won more than \$138 million in new, competitively-funded grants and contracts; an increase in excess of 10 percent over the previous year; an approximate doubling of the amount of research support brought into the university just a decade ago; and one of the largest totals in the nation for public universities without a medical school.

Members of our faculty also continued to be named in significant numbers as NSF Young Investigators—three in the past year alone—and as recipients of other distinguished fellowships for independent study and research in the arts, humanities and social sciences. I also feel strongly that the quality of our new faculty appointments, promotions and tenure decisions remains consistently and exceptionally high.

Over the past few years, simultaneously with the growth in our research efforts, we have made significant progress with our undergraduate program, including impressive campus-wide efforts to recruit larger numbers of well-prepared students and to improve the educational opportunities made available to such students when they enroll. I think there is clear evidence these efforts are bearing fruit. This past year, for example, the number of applications for admission was up, the percentage of students who accept-

ed our offer of admission was up, the percentage of out-of-state students with SATs of 1100 or higher more than doubled the previous year's total, the freshman class SAT average exceeds 1090 (the highest in our history), the high school GPA average exceeds 3.2 (the highest in our history), and the class is the most racially and ethnically diverse to ever enter the university.

The Admissions Office has identified a number of factors as relevant to these improved results: intensified recruitment efforts in the individual colleges; the effectiveness of the "Visit Maryland" days; an increased degree of personalization in the admission process; and—perhaps most importantly—the expansion of the Honors Program and the development of innovative new programs, such as First Year Focus and College Park Scholars. I regard all this as wonderful progress and I am extremely appreciative of the many people whose efforts produced these results.

"More than any other single factor, students leave [the university] because of the quality of the interaction they have with faculty inside and outside the classroom."

We can also fairly lay claim to being an open, highly diverse and yet tolerant community. There is, of course, room for improvement in communicating and empathizing with each other across the various distinctions of color, gender, and political ideology, but I think that most people—on and off the campus—would agree that the University of Maryland is now one of the nation's leading higher-education institutions in both the statistics and larger spirit of diversity. At the same time, I believe the campus also enjoys a reputation of resolute support for freedom of expression. In several well publicized incidents, the campus proactively defended the right of individuals to say unpopular things.

Finally, we are building an impressive record of responsiveness to the needs of the larger society. Programs in the Engineering Research Center and the Dingman Center for Entrepreneurship have gained wide publicity. Less publicized, but no less important, are outreach activities in the colleges of Behavioral and Social Sciences, Arts and Humanities, Education, Agriculture, Public Affairs and, indeed, most other colleges.

All of these accomplishments are reasons for us to take pride in what we have achieved, especially in the economic environment in which we have been living. But, of course, we are not interested in resting on past accomplishments. It is very much in keeping with the character of this institution to ask, at the outset of the 1994-95 year, what happens next?

Before attempting to answer this question, I think we have to acknowledge that the state's and the nation's economy are not likely to produce significantly higher levels of discretionary tax dollars for the foreseeable future. Regrettably, this is a fact of life that most institutions—public and private—

will probably have to deal with over the rest of this decade.

So, again I ask, given that we have come through a difficult period and continue to be a vital institution of high quality, what are the things we should focus on and try to achieve as we collectively prepare the university to enter the 21st century? I take as a given that the likely absence of significant new state funds will not deter our drive and determination to become one of the nation's preeminent research universities. I continue to embrace strongly the four values I subscribed to in my inaugural address.

Setting Ambitious Goals

But rather than address my question in conceptual, more abstract terms, I would like to offer a personal list of objectives, goals that I want the university to attain during the remaining years I have to serve as president. There are nine items on the list, not necessarily in

priority order. I genuinely believe that if we could realize these objectives, we would be the university so many of us envisioned in 1988.

1. Given the prospects for our nation's economy, I believe we must establish a disciplined, rigorous, on-going planning and budgeting process—a process that systematically identifies and adequately supports our strategic strengths and priorities. In the era we are living in, I am convinced that this is the only way we can achieve distinction as a research university. I am pleased that, under Provost Fallon's leadership, the initial stages for the development of such a planning and budgeting process have been launched. The completion of this effort will require significant work by all units of the campus, not just those in Academic Affairs. But, as I indicated, I see no alternative if we are to realize our aspirations as a research university. The vice presidents and I are committed to a process that is broadly consultative but also one that leads to a focused statement of institutional priorities and strategic initiatives.

2. My second objective is for this university to become the school of choice for the most talented students graduating from Maryland's high schools and to be regularly cited as one of the nation's best research universities for undergraduates. As I indicated a few moments ago, we have made remarkable progress with our undergraduate program over the past few years. But we have considerable distance to go before we can lay claim to an undergraduate program that is fully competitive with the nation's best public universities in attracting the most talented students.

One important measure of the overall effectiveness of an institution's undergraduate program is its five-year graduation rate. In 1992-93, the most

recent year for which data are available, only 54.5 percent of College Park's students and 36 percent of our African American students graduated within five years.

Obviously, disaffected, departed students will never become deeply adoring and generous alumni. But this is not the major impact of low graduation rates on the quality of our undergraduate program. The departure of any student before graduation requires that an institution admit another student as a freshman or as a transfer just to avoid a loss of revenue. And admitting larger numbers of freshmen and transfers for this reason prevents an institution from being as selective as it otherwise could be.

Let me illustrate this point with specific numbers. The state expects us to have approximately 22,000 full-time undergraduates. To achieve this total, we admit about 3,800 undergraduates each fall, as well as about 2,200 transfer students. As I just mentioned, the average SAT of the entering freshmen this fall is between 1090 and 1100. Let's suppose we increased our five year graduation rate from 55 percent to 65 percent, not an unreasonable goal. This would mean that in order to maintain a population of 22,000 full-time undergraduates we would need to admit only about 3,200 freshmen, as well as a reduced number of transfer students. Had that been the case this year, the average SAT of our entering class would have been about 1130, a number fully competitive with most of the leading public research universities in the country. So if we want to have better prepared students admitted as freshmen and transfers and to have fewer students in lower division courses and more in upper division courses, there is actually something we can do to help bring this about. We can retain and graduate a larger percentage of the students who are already here. It's really that simple.

On Retaining Students

A number of campus groups have been working on the problem of retention for some time. But current research on this problem, most notably the work done by a leading scholar in the field who happens to be one of our Ph.D.'s., Alexander Astin, has removed much of the mystery surrounding the problem.

Most of our students who leave do so in good academic standing. And, we don't lose students because of the quality of dining hall food, or, at least for the most part, the quality of our students' social lives. More than any other single factor, students leave because of the quality of the interaction they have with faculty inside and, equally importantly, outside the classroom.

So if you would like to know what I personally think faculty might do during the coming year to help to strengthen the institution, to improve its claim on future state resources, to make our students, their parents and state legislators appreciate us more than they do at present, to make us the school of choice for the best students graduating from Maryland's high schools, I would say this: continue to pursue your research with the same dedication to high standards of scholarship you have shown in the past; continue also to

offer what you regard as the very best instruction possible in your discipline; but also give some extra thought to how you might make your students' educational experiences more individualized, and more personally satisfying.

For example, you might get involved in the Advise Five Program, or invite some undergraduates for a discussion of your current research, or simply take some students to Umberto's for lunch. In my view—but more importantly in the view of the experts—steps such as these can have a great impact on the quality of a student's educational experience and, therefore, on the institution's goals for the excellence of its undergraduate program.

Faculty Compensation and Staff Salaries

3. My third objective is to recover the substantial ground we have lost in faculty compensation. The numbers are alarming. Relative to other institutions designated as Carnegie Class Research I universities, average faculty salaries at College Park have dropped from the 83rd percentile in 1990-91 to the 55th percentile in 1993-94. My goal is to get our faculty salaries back to the 85th percentile over the next several years. Given the economy, I realize that this goal is ambitious. It is essential that it be achieved, however, if we are to maintain and enhance the quality of faculty we currently enjoy.

4. The competitiveness of staff salaries is also a major concern. So my fourth objective is to bring the resources and influence of this institution to bear for the establishment of a new pay plan, with a merit component, for University of Maryland System staff. In support of this effort, I am very pleased to note the outstanding work done during the past year to develop a new and better performance appraisal system for non-faculty employees.

A small-scale pilot version of a new Performance, Review and Development System was created and tested over the past 12 months by Professor Susan Taylor of our College of Business and Management working in cooperation with the department of personnel. On the basis of the positive responses expressed by those participating in the project, we have decided to continue the implementation during the coming year. While an improved performance appraisal system is by itself no substitute for adequate levels of compensation, it is an important step toward the creation of a personnel system that will permit us to hire, retain, promote and fairly compensate our outstanding employees.

5. My fifth objective is to achieve the goals of the Excellence Through Diversity report, a report reviewed and endorsed by the senate this past spring. I am very appreciative of the support given to this report by the Human Relations Committee.

Provost Fallon has responsibility for monitoring progress in implementing the report. To assist with this effort, he has appointed a committee including, among others, representatives from the Human Relations Committee and the Black Faculty and Staff Association. I intend to report annually to the senate on progress toward the full achievement of the report's goals.

Everyone's a Fundraiser

6. My sixth objective is to create a

comprehensive, highly successful private giving program. By this I mean a program that annually generates between \$40 million and \$50 million in private gifts, with a university endowment well in excess of \$100 million. Numbers such as these would have seemed impossible just a few years ago when our annual private gifts totaled around \$15 million and the university's endowment, accumulated over its entire history, was only about \$38 million. With the dedicated efforts of Kathryn Costello [vice president for institutional advancement] and her staff and the hard work of a lot of people, our fundraising capabilities have grown substantially.

This past year, we raised \$32 million in private gifts and our endowment has grown to the level of \$75 million. The recent gift of \$15 million from A. James Clark is the single largest gift ever received by a Maryland public higher education institution. The Clark gift follows a \$5 million dollar gift recently made by Leo Van Munching Jr., a \$3.5 million bequest from the estate of the

late Ralph Tyser and the \$4.5 million dollar gift from our alumnus A. V. Williams. These are significant gifts by any institution's standards. They also demonstrate our potential for future success.

But public relations and increased private support should not be thought of as tasks to be borne primarily by the president, or even by the president working with the staff in institutional advancement. It is important, extremely important, for us all to understand that "fundraising" can only happen as a team effort. It is true that success requires a skilled and professional support staff—and in recent years we have been assembling just such a group—but fundraising literally begins whenever anyone, anywhere hears the name of the University of Maryland, or walks in our front door as a student or visitor, or interacts in some way with any one of our faculty, students and staff. Each of these forms of contacts creates an impression, either positive or negative, and impacts on our ability to build long-term relationships. I can tell you, for instance, that the four recent extraordinary gifts I just mentioned grew out of the donors' genuine sense of gratitude for the quality of the education they received here as undergraduates, together with their pride in the university as it exists today, and their great respect for the individuals in the programs they chose to support through their gifts.

So in a very real sense, whether or not we are always conscious of this fact, each of us is involved in fundraising every day. The manner in which each of us approaches our daily tasks creates an impression—often a lasting impression—on individuals who could someday be supporters of the university.

7. My seventh objective is to achieve full funding for construction of the Maryland Center for the Performing

Arts and several other buildings desperately needed by the campus. These include a new building for the chemistry department and a laboratory building for engineering and the applied sciences.

The real test for the Maryland Center will be this year, because this is the year we are requesting the first phase of construction funds. The construction of this building is extremely important, not only as a home for our excellent performing arts programs, but also as an important statement of our values as an institution and the impact we intend to have on the artistic and cultural life of the larger community we serve.

8. My eighth objective is to obtain final approval by the Board of Public Works for the privatization of the Graduate Apartments and to use the funds generated by this initiative to develop a first class Graduate Center facility, a Faculty/Staff Club and an International Center. Just a few years ago, these facilities seemed like far-fetched dreams. Thanks to the efforts of many people in this community, we are tantalizingly close to being able to start

serious planning for their development. I can think of no initiative that would do more to develop a real sense of community on the campus.

Elevating the Public Perception

9. Finally, as my ninth objective, I want the public perception of this university in the state and in the greater Washington area to be substantially elevated and brought more in line with the real quality of the institution. Much work needs to be done in this area. We need more aggressive public information efforts to get our story out before the general public and we need to broaden and strengthen our contacts with the public and private sectors. In this latter regard, I am encouraged by two initiatives that have been successfully undertaken recently.

The first is the formation of a group called the CEO Forum, which consists of the major business leaders in Montgomery and Prince George's Counties. This group has taken a special interest in supporting the University of Maryland as a flagship institution.

The other development is the formation of our very distinguished Board of Visitors, a group of prominent alumni and supporters who are working actively to support the advancement of the university. A law passed by the General Assembly this spring calls for this board to issue an annual report on the status of the UM System's and the state's efforts to meet the mandates of the 1988 Higher Education Act as it relates to College Park.

I believe these two groups, the CEO Forum and the Board of Visitors, can be of enormous value in elevating the image and perception of the university. But, to really be successful in this effort, we must also overcome some troubling, internally generated, skepticism.

Too often, collectively and individually, we do not take the kind of pride in

this institution that it deserves—that you deserve. I was struck by the comments of a visitor to the campus from a prestigious West Coast campus. Before coming here, he asked friends at neighboring schools of similar distinction what they thought of the University of Maryland. He reported that, uniformly, there was a feeling that ours is a strong university with many distinguished programs. When he arrived on the campus, he said that he was amazed to see the gap between his and his colleagues' impressions of College Park and the impressions of people he spoke with here. And when I say here, I mean College Park, not downtown Washington.

A member of our community recently described this phenomenon in a different way. He said that at College Park people almost reflexively doubt the quality of any program on the campus other than their own. Whereas, at most universities of our general quality, it is assumed that other programs are strong and this assumption leads to a pervasive sense of institutional pride.

My point is that all the external friends we can develop, all the dollars we can invest in public information will not really change our public image and perception in the state and in the Washington area until we, as a community, collectively take pride—and convey our pride—in the excellence we have already achieved.

This, then, is a set of objectives I have set for myself and the institution over the balance of my tenure as its president. It is an ambitious list, perhaps not fully achievable. But it is a list I hope you find worthy of my time and energy and your active and involved support.

One final comment. During the last five years I have found myself focusing more and more on external matters, building working relationships with persons and offices outside the university community, and helping to identify additional sources of private support. This is obviously what—if anything—a president is good for, but I have to admit it does represent a distinct shift from the academic focus I have had for all of my life as a faculty member and administrator at this institution.

At the memorial service held this past year for Professor Carl Bode, I mentioned how Carl used to invite me out to lunch from time to time, to give me the benefit of his considerable wisdom. At one of those lunches Carl said to me 'Brit, every day you spend on this campus as president will be a day wasted.' When I looked up from my soup with some sense of distress on my face, he went on to explain what he meant by his remark. The right place for me as president in his view was not on the campus, but off campus, representing and promoting the institution to the wider community. While I have no intention of disengaging from my internal responsibilities, given the needs of the institution at this stage of its development, I think there is wisdom in Carl's advice which I have been endeavoring to follow.

It remains only for me to express my deep appreciation to all of you with whom I have had the pleasure to work, especially during the past five years, and to say how much I look forward to continuing to work with the members of the senate on the many important and challenging tasks that lie ahead.

Bitten by the Big Music Bug

Chris Vadala Breathes New Life into the Jazz Studies Program

Chris Vadala talks about sports so much, it's hard to believe that he is a world-class jazz musician. But he's quick to point out the validity of comparing sports to music.

"They are both entertainment fields that involve conditioning, exposure, finances and being true to an audience," says Vadala, who recently became director of jazz studies after serving as acting director for the past 18 months. "The great athletes and musicians are the ones who not only come to the top of the heap, but extend their stay there with longevity."

And Vadala is no stranger to longevity. He has spent most of his life touring with the Chuck Mangione Quartet, has appeared on more than 50 album recordings and has played with the likes of Dizzy Gillespie, Chick Corea and Doc Severinsen.

Raised in Poughkeepsie, N.Y., Vadala knew early on that he wanted to be a musician. His father wanted to pass on his love of music to his children. So he bought his son a saxophone and steered him toward lessons at the age of 10.

"I would say that within two years after I started practicing, even in those formative years, I knew this was what I had to do," Vadala says. "It was like being bitten by the big music bug."

Vadala's sports analogies, his storehouse of musical contacts and his promotional ability are all breathing new life into the jazz studies program. Renewed vigor and helping hands from other members of the music department have also helped to transform what was an island within the department into a program which may someday attain national stature.

Veteran trumpet player Vince DeMartino will be a guest soloist with the Jazz Ensemble in early November and Vadala says that members of his group, the Chris Vadala Quartet, will be helping with various student workshops.

But it's Vadala's loose discussion style that sets him apart from other academicians. And he's had plenty of chances to practice.

Aside from his own classes, he led 40 jazz workshops and played an equal number of guest soloist spots at high schools, colleges and festivals around the world last year alone.

"Some people come in and try to be very sophisticated and pontificate," Vadala says. "I try to get a feel for what I've got. I had a lot of fairly young high school kids and if I had sat up there and said, 'Well kids, here's the history of jazz,' I was going to lose them. So I try to get down into everybody's ballpark."

Vadala says that he thrives on a mixed bag of teaching and playing. When the university assured him that he could do both as director, he was happy to take the job.

"[At the job interview] I was asked how I felt about joining the world of academia versus the performing aspects of my livelihood. I told them that I would hate to give up playing. They said they didn't want me to."

Teaching and playing blend together so much that it's hard to tell one from the other sometimes, Vadala says. Just as there are some people who could be



"If I can't verbalize a point that I want to get across, I can pick up a saxophone or a flute and say 'Here's what I mean,' and maybe the concept will get across a little quicker."

called bona fide players who could care less about the academic aspects of music, there are academics who could care less about playing, he says.

"You can watch baseball on the tube, but if you've never swung a bat or caught a ball it's hard to get the whole package. By me being a player, a lot of times if I can't verbalize a point that I want to get across, I can pick up a saxophone or a flute and say 'Here's what I mean,' and maybe the concept will get across a little quicker."

Vadala also tries to be honest about a very competitive music world. If a student really tries, is totally committed and can be assertive enough, Vadala says he or she should be able to make a living and have a career in music.

But musicians, he says, have to be more flexible than they have been in

the past. In the past, a musician could make a living solely as a concert solo violinist. Most of the successful players and teachers of today, however, are "patchwork" people, Vadala says.

"They do a little of this, a little of that. It's not like a Jack-of-all-trades, master of none, but a person who has diversified and yet has maintained strengths in a lot of areas."

So with his students, even though he may only see one aspect of their development, he's looking at the total person and trying to make recommendations that will help them to attain the same level of success that he has enjoyed.

He also tries to teach them lessons he has learned from some of the great jazz musicians of our time, such as Gillespie.

"What caught me the most about

him was his very affable and very congenial personality," Vadala says. "He made it a point to know everybody and he knew you on a first name basis, immediately. He was not a person who was looking for faults, he was looking for things that he could compliment you on."

Above all, Vadala says that a good jazz musician must have confidence in what he or she does and a product to back up that confidence.

"The phrase that I've coined is 'Be aggressive but not obnoxious,'" he says. "Meaning that once you have the talent and the product to sell, you've got to get out there and sell it."

For those musicians with the diversity, new markets are opening up. Vadala says that country music is outselling all other kinds of music in America right now and it is also fusing its sound with other kinds of music.

"We're hearing more contemporary things in country music now," he says. "Horn players are finding work and moving to Nashville."

But his analogy for success in the music business once again is based on sports. He likens it to being "hot" as an athlete.

"Take for example Jeff Bagwell, a baseball player for the Houston Astros," he says. "He was an average ball player with the Boston Red Sox before. Who ever heard of this guy Jeff Bagwell? He gets traded to Houston, now he's an all-star player."

Not all of Vadala's students are music majors. The Jazz Lab Band, which is the university's answer to big-band music, is made up of 75 percent non-music majors. Even the Jazz Ensemble is only half music majors.

"It offers a real interdisciplinary, multicultural opportunity for people from all over campus," Vadala says. "The wonderful players in high school who have decided to major in economics, business or science and still want to keep up their instrument have an outlet for that."

One of Vadala's goals is to spearhead more exposure for the band. In years past he's heard people say "I didn't even know the University of Maryland has a jazz ensemble." The ensemble doesn't quite get the attention that the marching band does.

Vadala's jazz ensemble has been invited to some invitational showcases. One is at the University of the District of Columbia, where the only bands invited are Maryland and Howard, which has a very strong program. It's not a competitive festival, says Vadala. It's a showcase.

He hopes to someday elevate Maryland's jazz studies program to a level equal with that of other strong jazz schools like North Texas State University, the University of North Florida or the University of Miami.

For now, he's helping students feel the bite of that big musical bug of his youth.

—STEPHEN SOBEK